

Planning My Future

Chifley College
Senior Campus

2010/ 2011

YEAR 9

- Initial thoughts about their future
 - My responsibilities
 - Finding out more
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- Important Life Skills
 - Life in Senior School – same or different
 - Finding out more

YEAR 10

- Pathways available
 - Patterns of study
 - SVet & TVet & Traineeships
 - Requirements for university
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- Subjects at the Senior Campus
 - Different levels within subjects
 - Subjects with major works
 - Finding out more

WHEN	Suggested number of lessons	Content
Year 9 Term 3	2	Planning My Future -Initial thoughts about their future -My responsibilities -Finding out more
Year 9 Term 4	2	-Important Life Skills -Life in Senior School – same or different -Finding out more
Year 10 Term 1	4	How do I get there? -Pathways available -Patterns of study -SVet & TVet & Traineeships -Requirements for university - Subjects at the Senior Campus
Year 10 Term 2	2	Different levels within subjects Subjects with major works
Year 10 Term 2 Week 6	1	Initial choices to set lines
Year 10 Term 3 Week 2	Open Night	Finding out more
Year 10 Term 3 Week 5		Final Subject Choice

How the JS class works

Each student has their own program developed with their input. Their ongoing plan is kept in a folder by the teacher in the classroom.

In folder is:

- Outline of their course
- Criteria/Application for selection
- Permission form parent/carer to enrol in J.S. pathway
- Copy of jobs they have investigate
- Contact sheet with their own details

Types of work students are engaged in on a daily basis at school:

- Computer
- Communication
- Book Work
- On line learning
- Literacy & Numeracy

Throughout lesson time students may work on any/all of several options

- Booklets –
 - Jobsearch
 - Keeping and finding a job
 - Banking and budgeting
 - Working towards
- Computer work
 - Online job search
 - Online learning modules
 - Resume work – saved and is a work in progress – students use a basic scaffold and then add to the resume as they complete other programs/work or gain credentials such as first aid, work experience, white card

Other aspects of the program students will be engaged in at some time:

- WISE employment - come in to talk to kids and has opportunity to offer kids work in local (Penrith to Blacktown) area – part time paid (students may still be connected with school during this period of employment)
- Excursions which students will plan and budget and organize
- Visits to employment agencies
- Visits to TAFE
- Travel training

In the pipeline

- Need to talk to IA about white card
- Job agencies contact
- Connection with TAFE – tour and excursions
- Reconnect Café at MT Druitt
- Ropes course
- Excursions and planning their trip

Focus of the Program

14 kids each strand

Literacy/Numeracy strands throughout

Term 1

- Build confidence
- Attendance
- Getting to know – in order to design a program for them, their needs
- What goals the kids set for themselves
- Resume writing

Term 2

- Lets go and do it - do a taste of the job ½ day or one day a week
- Work Experience - a two week block – very flexible to slide in and out and adjust to suit each student
- Work exp to be either Wednesday or Thursday so that students are seen on the days before and after
- Building on things from Term 1 – appropriate behavior, punctuality, ethics of work placement, what to say
- Job skills – interview skills for some
- Intro- Enrolment in TAFE programs & community programs

Term 3

- continue volunteer or work experience one or two days per week
- add community work or volunteer work
- put themselves into real life interviews
- actually apply for jobs – written applications, phone contact, internet contact
- touching base with job agencies – Wise, Breakthroughj, Choice (once a student is 16 they can be enrolled in these agencies who will also support them looking a job)

Term 4

As per Term 3

Contact with other 7-10 campuses for connection with students for the next year

WESTERN SYDNEY REGION
Chifley College Senior Campus

PLANNING MY FUTURE ACTION PLAN 2009 - 2011
Coordinator: Janet Harding

REGIONAL STRATEGY: Support schools to implement the raised school leaving age		REGIONAL INDICATORS Increase in number of students completing Year 12 or Australian Qualifications Framework II (AQF II)			
PROJECT TARGETS					
<div>1. To create a transition teacher for each 7-10 campus by allocating .2 to each of 3 teachers from the Senior Campus, one to each 7-10 Campus to develop transition</div> <div>2. To develop a continuum from Year 9 through to Year 12 across 4 schools to address need for student focus on education to achieve vocational goals</div> <div>3. To develop a series of lessons for years 9 through 12 for delivery across curriculum</div> <div>4. To increase the number of students who are able to make reasoned logical pathway choices</div> <div>5. To increase awareness of subject choices in Stage 6 and their linked pathway to further education and/or work</div> <div>6. To ensure a seamless transition process to Stage 6 that is developed through knowledge of students and their needs and goals</div>					
RATIONALE					
<p>Planning my Futures’ is a Western Sydney Region initiative that seeks to address the needs of the whole student through a strategic, school-wide approach to the New School Leaving Age policy thereby incorporating various other departmental policies.</p> <p>The underpinning strategy of ‘Planning my Futures’, is the development of a coordination team to ensure the planned provision of career and transition support for young people at school. Strategic career and transition support extends beyond the role of the Careers Adviser to incorporate the school community working with the student to design and implement their ‘school’ to ‘beyond school’ journey. The learning community context extends further than students to the professional development of teachers through the building and consolidation of strong community partnerships. The role of Partnership Brokers is fundamental to this strategy.</p> <p>The ultimate goal would be for a focus to be placed upon the whole child in terms of learning support, welfare, career aspirations. The plan may influence subject selection and provide students with strategies on how to progress towards their career goals.</p> <p>It is envisaged that would also incorporate a case management approach for those students who require additional support</p>					
OUTCOMES	STRATEGIES	RESPONSIBLE OFFICER(S)	TIMEFRAME	BUDGET	EVIDENCE
For students in Years 9 & 10 to understand the different pathways on offer in years 11 & 12	Devise lessons for delivery in Years 9 & 10 to address realistic vocational goal setting	DP & Careers Advisers	Term 1, 2010 & Terms 1&2, 2011	5x1 day \$1600 .1SLSO \$4899	Program developed and in place in schools and students attending classes
	Program lessons in Years 9 & 10 to build awareness of subjects in years 11 & 12	DP & Careers Advisers	Term 1, 2011	5x1 day \$1600	Program developed and in place in schools
	Devise checklist of important terms used by DET & Board of Studies for delivery to students and parents	Senior Campus DP	Term 2, 2011		Program developed and in place in schools
Students to have a detailed understanding of subjects and their requirements in Years 11 & 12 before subject selection occurs	Transition teachers or Senior Teachers from Senior campus team teach with Careers Advisers and provide outline of the requirements in Years 11 & 12 of the courses in their faculty. A Handout is developed that also provides this information. Delivery of this information is provided for on schools calendar.	Senior Campus Transition Team and Head Teachers Senior Campus	Terms 1,2, 2011	5x1day \$1600	Student survey results Year 10 beginning Term 3 2011

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Parents to have an understanding of the requirements of the HSC	Transition teachers are to develop information sessions for parents to engage them in discussions about senior school before students select subjects for Years 11 & 12	Transition Teachers and Careers Advisers	Term 2 2011	\$200 SLSO as below	Survey of parents at Open Night 2011
	Transition teachers to create others methods of providing information to parents	Transition Teachers	Term 2 2011	\$ 500	Publications in evidence
	Engage with regional Multicultural initiative to have BOSLO & interpreters meeting to inform parents of requirements on Sc & subject selection	Transition Teachers	May 2011		Attendance by parents from 7-10 Campuses
Effective data to be gathered on Year 10 students and delivery of information pertinent to their transition to Senior School	Transition teachers gather data on Year 10 students ie. Naplan, School Certificate, Reading Age	Transition Teachers	Terms 1, 2, 3 & 4 2011	.1 teacher x 3 National Partnerships	Data bank for analysis with Year 10 teachers and Senior campus LST
	Transition Teacher timetables interviews with students and engages in conversations about their aspirations and expectations of senior school.	Transition Teachers	Terms 1, 2, & 3 2011	.1 teacher x3 As above	
Students to be better able to access skills required for successful HSC	Survey students in all years to ascertain study skills needs	Senior Campus DP	Term 2 2011	.1 SLSO \$4899	Survey results
	Devise a yearly program in Years 11 & 12 for delivery by cross curriculum teachers based on recognised needs such as: <ul style="list-style-type: none"> • Study skills & tips • Goal setting • Time management • Numeracy & literacy needs • Resume writing • Organising yourself 	Senior Campus DP	Term 4 2010	2 days x 5 teachers \$3200	

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Create awareness of options post HSC	Provide delivery of information from experts from various institutions such as Universities, Business schools, TAFE, Apprenticeships to Year 11 & 12 students	Senior Campus Careers Adviser	Terms 1-3 2011	nil	Programmed visits
	Plan interviews with a variety of teachers and students about their plans after school. Each students to have an exit plan	Senior Campus Learning Support Team	Terms 2-3 2011	SLSO as above	Collated data from Exit survey
	Advertise opportunities post school in school weekly bulletin	Senior Campus Careers Adviser	ongoing	nil	
Creation of Job Skills class in Year 11 to address needs of those students who are at risk of not completing HSC.	Develop program and timetable for the class that incorporates Literacy & Numeracy skills, work skills, community work, work experience and job skills	Senior Campus DP & Learning Support Team	Term 4 2010 ongoing	1 teacher through National Partnerships	Retention data Satisfaction survey Exit survey
	Seek support from transition teachers and 7-10 campuses to select students	Senior Campus DP & Learning Support Team	Term 4 2010	As above	As above
	Incorporate TAFE course as part of program – Skills Pond	Senior Campus DP & Learning Support Team	Term 1 2011	As above	As above